

D23 – Local Research Report - UK

WP2: Research & Needs Analysis



Harnessing the Potential of Migrant Women as Integration Experts [INTEGR8]

Work Package 2: Research & Needs Analysis D23 – *Local Research Report for the UK*

Prepared by Learning Unlimited

Project Title: Harnessing the Potential of Migrant Women as Integration
Experts [INTEGR8]

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Section A: Migrant integration best practices in your country - findings of the Literature Review

1. Country UK (England)

2. Overview of the national context The UK government's current annual target for net migration is for it to be under 100,000. According to the Office for National Statistics, in the year to September 2016, net migration to the UK had dropped to 273,000 (down 49,000 from the previous year). Immigration was estimated to be 596,000, of these 268,000 EU citizens (excluding 71,000 British citizens) and 257,000 were non-EU citizens (<https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/bulletins/migrationstatisticsquarterlyreport/feb2017>). Separate figures from the Home Office for 2016 show the first annual fall in applications for asylum since 2010 (down by 1,451 to 38,517) and that in 2016 British citizenship was given to 16,754 people from EU countries

(<https://www.gov.uk/government/publications/immigration-statistics-july-to-september-2016/asylum>). A report by the Guardian highlights the significant challenges and barriers faced by asylum seekers and those granted refugee status particularly in relation to poverty, homelessness and restrictions on work: <https://www.theguardian.com/uk-news/2017/mar/01/britain-one-of-worst-places-western-europe-asylum-seekers>.

Approximately 4% (20 million) of the total EU population are third country nationals who reside (legally) in the EU and 40% of these have been assessed as being at risk of poverty or social exclusion – and these risks equally apply in the UK. In addition, in the UK, there is a high level of misinformation, distrust and xenophobia in relation to refugees and migrants in the UK with increasing incidences of racist abuse and hate crimes pre and post BREXIT referendum. In London alone the Met Police reported 4,727 emergency calls about hate crime, a 24% increase on the same period in the previous year:

<https://www.theguardian.com/politics/2016/oct/13/hate-crimes-eu-referendum-home-office-figures-confirm>.

The scale of this issue is highlighted by the introduction of new advice and links in relation to reporting racist hate crimes in the UK, e.g.: <https://www.gov.uk/report-hate-crime>; #PostRefRacism; https://www.facebook.com/Post-Ref-Racism-205471743181923/info/?entry_point=page_nav_about_item&tab=page_info

Without opportunities for intercultural dialogue which promote understanding and trust, the escalating physical and verbal hate and violence is having a hugely negative long-term impact on the lives of many refugees and migrants and their families and communities and UK civic society as a whole. The UK Government published a revised Hate Crime Action Plan as a direct response to increased racial abuse and hate crimes:

<https://www.gov.uk/government/publications/hate-crime-action-plan-2016> (Home Office, 26 July 2016). It identifies that there are currently not enough opportunities for members of the host country and refugees and migrants to interact and forge ‘good relationships between those from different backgrounds’ (Home Office, July 2016) and build a sense of mutual understanding and community.

Migrant women with children, who now represent ‘60% of refugees and other migrants crossing into Europe’ (<http://www.coe.int/en/web/commissioner/-/human-rights-of-refugee-and-migrant-women-and-girls-need-to-be-better-protected>) face specific and additional challenges and barriers to integration, which can result in their social and civic isolation and exclusion:

http://ec.europa.eu/justice/gender-equality/files/opinions_advisory_committee/opinion_integration_migrants_en.pdf). Language, social, cultural barriers all have a significantly detrimental effect on their children. For example, research shows that in 2014, 49% of third-country nationals (TCNs) were at risk of poverty or social exclusion (http://europa.eu/rapid/press-release_MEMO-16-2071_en.htm) and children of TCNs are particularly susceptible to poverty (*Action plan on the integration of third country nationals*, EU, 2016).

Language as barrier to integration is perceived as a key issue and NATECLA (the National Association for Teachers of English and Community Languages to Adults) is presently undertaking a campaign for England to have a national ESOL strategy (both Scotland and Wales already have their own ESOL strategies) (<http://natecla.org.uk/content/631/ESOL-Strategy-for-England>).

3. The range of integration programmes/projects/initiatives aimed at migrant women available

There is a wide range of national programmes, projects and initiatives available to, or aimed at, migrant women in England although the number, range and accessibility has decreased in line with year on year cuts to ESOL funding as well as cuts to other essential service areas such as children’s centres and Local Authority Adult Skills and Family Learning programmes.

The majority of ESOL programmes across England are run through Further Education (FE) colleges using Skills Funding Agency (SFA) funding. Courses are normally 6 – 15 hours per week and usually learners attend for a full year and take ESOL exams. Language courses may also be run through Local Authorities’ Adult Learning, or Family Learning programmes such as *ESOL for parents* in children’s centres. Typically, these are run as short courses with one or two sessions per week for one term. ESOL classes are also run through a wide range of charities and not-for-profit social enterprises such as Action for ESOL and Learning Unlimited (LU) (see Sections 3 and 4) using a wide range of national and European funding sources, most of which are competitive, time-limited and can therefore present issues regarding building in progression routes. LU, for example, used European Integration Funds (EIF) for four projects which offered holistic multi-strand packages for migrant women including contextualised topic-based ESOL, workshops, trips, along with social, civic and recreational activities such as trips to the Houses of Parliament, bread-making, yoga, planning and running fund-raising activities and thematic events involving service providers, stakeholders and the local community. Partly as a consequence to funding cuts, a greater emphasis has been emerging on volunteers supporting migrant women. For example, the Department for Communities and Local Government (DCLG) introduced competitive funding in 2103 for projects which specifically engaged volunteers (rather than trained, qualified language teachers) in supporting language learning

(<https://www.gov.uk/government/news/new-6-million-competition-fund-for-english-language-learning>). This funding was then subsequently ear-marked specifically for projects targeting Muslim women:

<https://www.gov.uk/government/news/passive-tolerance-of-separate-communities-must-end-says-pm> .

There are many organisations which actively work to remove barriers that prevent migrants, refugees and asylum seekers participating and contributing fully to society (and in some cases still include ESOL programmes). These include organisations which specifically target women such as KMEWO (the Kurdish and Middle Eastern Women’s organisation -see Section 1b) and IKWRO (<http://ikwro.org.uk>) which both specifically aim to engage and support women who are at risk of ‘honour’ based violence, forced marriage, child marriage, female genital mutilation (FGM) and domestic violence. Some organisations combine advocacy and support with a rich programme of skills development and social/civic opportunities such as Migrant Resource Centre (<http://www.migrantsresourcecentre.org.uk/>). Some projects have a very practical focus such as The Bike Project (<http://thebikeproject.co.uk/> - see Section 4) and Mazi Mas, a restaurant in London, run by and employing refugee and migrant women: <http://www.mazimas.co.uk/> .

Organisations which provide specific support and guidance for refugees and migrants in general include Migrant Rights Network (<http://www.refugeecouncil.org.uk/>), Refugee Council (<http://www.refugeecouncil.org.uk/>) and Refugee Action (<http://www.refugee-action.org.uk/>). In addition, there are self-help and advocacy groups established by and for women refugees and asylum seekers, which may include awareness-raising, lobbying, and campaigning, as well as activities for the benefit of migrant women such as yoga, confidence-building, and drama. These include Women Asylum Seekers Together London, the London Refugee Women’s Forum and Women for Refugee Women <http://www.refugeewomen.co.uk/support-refugee-women> .

4. Successes/issues

a. In relation to the planning and delivery of integration measures aimed at migrant women in general and those specifically aimed at supporting and facilitating social and civic participation, there is a very wide range of successful examples from England. Many successes are not publicly recorded but rather evident through the small but significant changes in the everyday lives of migrant women. Some specific examples from Learning Unlimited, as an example of what just one organisation can achieve when funding is made available, include winning a 2016 British Council ELTons award for ‘Innovation in Learner Resources’ with our *Literacy for Active Citizenship* graded readers using stories written by migrant women and volunteer befrienders (<http://englishagenda.britishcouncil.org/events/eltons/previous-eltons/2016-winners>) and being short-listed for a 2015 British Council ELTons award for Local Innovation for our Active Citizenship and English project which

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engaged and supported 275 migrant women from 38 different countries on a multi-strand integration programme with input and support from over 60 trained volunteer befrienders.

b. There are many important considerations which impact on the successful engagement and social/civic participation of migrant women on integration measures. Some migrant women have the language skills, confidence and/or existing support networks to enable them to easily take an active role within their communities. Other women face many barriers to participation, may be hard-to-reach and may need a significant amount of reassurance, encouragement and support to take up opportunities, access services and/or participate locally. Project funding such as EIF and, more recently AMIF, provide a valuable opportunity for ‘holistic’ programmes to be developed which ensure that language learning is not undertaken in isolation within an ESOL classroom but rather is used to support confidence-building, interaction and local participation through building meaningful bridges between the language classroom and local communities.

c. There is a wide range of integration programmes/projects/initiatives aimed at or available to migrant women in the UK. However, these are being delivered within the context of increasing funding cuts and changes to eligibility criteria for accessing publicly funded programmes. For example, 50% of children’s centres are due to be closed next year. There are long waiting lists nationally for ESOL programmes and changes to eligibility criteria mean that many newly-arrived migrant women with spouse visas who previously would have been able to access free SFA funded FE ESOL courses, now have to wait for three years or, if they can prove eligibility for co-funded programmes and if they meet the criteria, will usually have to contribute towards registration, course hours and/or accreditation fees. Additionally, the introduction of ‘competition’ to government funded programmes has prompted concern and criticism from the field along with the government earmarking funding for programmes to engage Muslim women only. (See NATECLA’s response: <http://natecla.org.uk/news/817/ESOL-Funding-for-Muslim-women>). Although the implications of EU funding in relation to BREXIT are still unknown, there is great concern within the field that future ineligibility for EU funding will have an extremely detrimental impact on learning/integration opportunities for migrant women.

5. Any identified gaps/unmet needs in relation to supporting the integration of migrant women

London Metropolitan University’s *‘From Refugee to Citizen’* research shows that two thirds of refugee interviewees had experienced racial harassment in their neighbourhoods and most did not know or had never spoken to their neighbours: <https://www.metropolitan.org.uk/images/From-Refugee-to-Citizen-Exec.pdf>. This research identifies the importance of meaningful engagement to support integration at grassroots level: *‘...interactions in our localities are critical for developing a sense of belonging and Britishness. Furthermore, it is relationships made at the local level that bind diverse communities’*. It also highlights the value of volunteering as a *‘tool for integration’* and building knowledge of UK society as well as language skills. The Refugee Council and Evelyn Oldfield data and recommendations also identify the positive impact for refugees and communities of refugee volunteering:

<http://evelynoldfield.co.uk/wp-content/uploads/2015/04/refugee-volunteering.pdf>

https://www.refugeecouncil.org.uk/assets/0001/5844/Right_to_work_for_asylum_seekers

The Demos think tank report (2014) recognises the importance of strengths-based models of intervention, as deficit models *‘ignore and devalue the many assets that migrants bring with them.’* Demos also highlights the value and importance of community-based interventions and local volunteering: *‘more should be done to leverage informal learning opportunities from within existing volunteer and community networks’*

Creating meaningful opportunities for positive engagement and interaction between refugees, migrants and settled communities is a key principle of *London Enriched, the Mayor’s Integration Strategy for London* and is advocated by the GLA:

<https://www.london.gov.uk/priorities/equalities/refugees-and-migrants/london-enriched-update>, (Sept 2013) and *‘An evidence base on migration and integration in London’* (2010).

6. Identified skills, topics and/or learning outcomes with relevance and/or transferability to Integr8

There are several key considerations from the desk research of relevance to Integr8. These include:

- the importance of developing engagement strategies and delivery methods which address and minimise potential barriers to participation for migrant women;
- a holistic strengths-based approach to curriculum development which recognises and builds on the skills, interests and needs of migrant women;

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- the importance of creating meaningful opportunities for positive engagement and interaction between migrant women, host communities, their neighbours and local service providers.

7. Summary of data used with links/references to relevant websites/reports etc.

See above.

Annex 1b: National integration measures for migrant women– 3 examples of best practice.

Migrant integration measure 1: Tackling poverty and promoting integration of LGBTI refugees in the UK

Lead organisation details: Micro Rainbow International (MRI)

www.micro-rainbow.org/united-kingdom-project/ email: Moud Goba mgoba@micro-rainbow.org

Short description of the best practice: MRI, a pioneering social enterprise, aims to ‘create a world where lesbian, gay, bisexual, trans and intersex (LGBTI) people are free from discrimination, persecution and have equal opportunities in life, including in accessing employment, training, education, financial services, healthcare, housing, places of faith, and public services’. In the UK, it is a leading organisation in ‘tackling poverty and promoting integration of LGBTI refugees’.

One aspect of MRI’s work in the UK specifically engages and supports LGBTI refugee women and asylum seekers. The project uses peer support through groups which provide the space for women to talk freely about the challenges and obstacles they are facing and may be preventing them from moving on. These groups also help to reduce isolation and women can also join the refugees’ interfaith choir which enables participants to interact with other community groups. A holistic approach is used and women are also offered life-coaching support, employment support and support with progression into education and training.

What can we learn from this best practice that is relevant or transferable to INTEGR8?

MRI’s work and report provide several immediately relevant and transferable considerations and recommendations for Integr8:

- It is very important that everyone involved in the Integr8 project (partners, service providers and participants) recognise the additional barriers, segregation, discrimination and isolation which LGBTI migrants may have faced prior to arriving in the EU country in which they now live, and may still be facing.
- As highlighted in the MRI report ‘*Poverty, Sexual Orientation and Refugees in the UK*’ (2014), most lesbian and gay refugees in the UK encounter layers of employment discrimination and family rejection unseen by heterosexual refugees
- Most LGBTI migrants live below the poverty line and are at risk of destitution.
- Isolation has a particularly negative impact on LGBTI refugees and their mental health, and limits their choices, aspirations and opportunities, which further exacerbates their poverty and risk of destitution.

Recommendations:

- Integr8 delivery partners should use resources that will allow the project to reach out and include lesbian refugees and migrants in the project.
- As LGBTI migrants face multiple forms of social discrimination, the Integr8 MIE and Training the trainer curricula can include awareness-raising information, advice and guidance to support and share understanding of issues specific to lesbian migrants.
- MRI research identifies the low self-esteem and lack of confidence that lesbian and gay refugees experience. Therefore, the Integr8 training and project activities need to provide opportunities for participants to build their self-esteem and confidence.

Resources/learning materials which could be used as part of the INTEGR8 Toolkit for Migrant Integration Experts?

MRI’s 2014 report, ‘*Poverty, Sexual Orientation and Refugees in the UK*’ provides very useful and important background reading, research data and recommendations.

Links/references to relevant websites/reports etc. Please include relevant web links

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Poverty, Sexual Orientation and Refugees in the UK (2014) full report:

http://www.micro-rainbow.org/wp-content/uploads/MR_REPORT_UK_digital-final-for-the-web-Reduced.pdf

Leaflet about services: <http://www.micro-rainbow.org/wp-content/uploads/leaflet.pdf>

Migrant integration measure 2: Women against violence

Lead organisation details KMEWO (Kurdish and Middle Eastern Women’s Organisation)

<http://www.kmewo.org> email: Gona Saed gona@kmewo.com

Short description of the best practice: KMEWO was set up by a group of Kurdish women following the ‘honour’ killing of a British citizen of Kurdish origin in October 1997. After initially organising an awareness-raising public meeting, the women decided to establish a self-help organisation to provide help and support to Kurdish women from Iraq, Iran and Eastern Turkey fleeing civil wars, state and gender persecution, domestic violence and ‘honour’ killings. Since then KMEWO’s work and reach has grown significantly and it now supports migrant women from any cultural background who are victims of domestic violence, who are exposed to the threat of honour killing in their countries and/or who need advice, support and information living in the UK. Its current work has four main aims and strands of activity:

1. Empowerment of women through: one to one support (advice and advocacy, interpreting, translation, newsletters, crisis intervention etc.); running a dedicated Advice Line which advises, signposts and makes referrals (e.g. welfare benefits, family law, immigration, citizenship, health and education); education and training including volunteering and employment support; actively involving migrant women (e.g. as Management Committee members, in focus groups, as volunteers etc.).
2. Awareness-raising and education through assisting and informing mainstream service providers and policy makers (e.g. information/training tools on Forced Marriages, FGM and ‘Honour’ Based Violence)
3. Campaigning and lobbying for positive changes in relevant policies
4. Contributing to establishing cohesive communities through partnership and collaboration.

KMEWO builds on its connections to Kurdish and Arabic communities through, for example, social media, Kurdish and Arabic websites. It provides ESOL and IT programmes and considers IT skills to be an *‘absolute must’* for migrant women to support their integration in the UK, such as registering at GP, using public transport, accessing educational and employment information and opportunities on the internet. KMEWO also provides peer support and mentoring programmes, runs local visits, delivers some of its programmes in mosques and conducts talks, seminars and webinars on subjects such as FGM.

What can we learn from this best practice that is relevant or transferable to INTEGR8? Some key findings and recommendations from KMEWO’s Big Lottery funded ‘Women Learning for Living’ project are particularly relevant to Integr8. These include:

1. Language and cultural barriers, as well as lack of knowledge about UK systems and services, mean many migrant women fall outside mainstream services. Integr8, like KMEWO, can develop and use strategies, training resources and project activities which help to bridge this gap.
2. Strengths-based approaches which support migrant women in recognising and building on existing skills, and developing new skills, e.g. language, IT, confidence, are empowering and make a significant impact on their every-day lives, levels of local participation and engagement with service providers.
3. Social and cultural barriers, including from their families or communities, can impact significantly on migrant women’s participation and strategies which recognise and address these will help to maximise rates and levels of engagement on the Integr8 project.
4. Holistic and flexible approaches, which are responsive to the multi-layered problems facing migrant women, including oppression, exploitation and *‘being under the control of partners or the cultural groups they belong’* are important.

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Resources/learning materials which could be used as part of the INTEGR8 Toolkit for Migrant Integration Experts? KMEWO’s 2015 report, *‘Lost in translation - no more!’* provides very useful and important background reading, research data and recommendations. Its DVD and training manual, *For Honour and Love* would be a useful training tool: http://kmewo.org/documents/For_Honour_and_Love_DVD.pdf

Links/references to relevant websites/reports etc. *‘Lost in translation - no more!’* (2015), full report: <http://www.kmewo.com/wp-content/uploads/2015/09/Final-Book.pdf>

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Title of migrant integration measure 3: Empowering and supporting third country national migrant women offenders, ex-offenders and women at risk of offending.

Lead organisation details: Hibiscus Initiatives

<http://hibiscusinitiatives.org.uk> email: info@hibiscusinitiatives.org.uk

Short description of the best practice: Hibiscus Initiatives, a voluntary sector organisation, was established in 1986 initially to work with third country national women offenders. Its work now also includes detainees in custody or detention and those at risk of offending. Its work in prisons and detention centres also now supports male offenders. Hibiscus Initiatives uses a person-centred approach to support and empower its clients in dealing with multiple and complex needs often exacerbated by language and cultural barriers. Hibiscus Initiatives has four main aims and strands of activity:

1. *‘Welfare, advice, advocacy, volunteering and befriending in prisons*
2. *Reintegration assistance for people released from Immigration Removal Centres*
3. *Community resettlement support for ex-offenders*
4. *Awareness-raising on the risks of being trafficked to the UK’.*

Hibiscus Initiatives undertakes awareness-raising and education for policy makers, the media and the public about the life experiences of migrant women which may have led to them being in the criminal justice system, and making a persuasive case that rather than considered ‘criminals’, they should be recognised and supported as ‘*victims of poverty and violence*’ who may have been ‘*coerced into criminal activity*’.

Hibiscus Initiatives has a comprehensive Community Resettlement Project for migrant women which takes referrals, including self-referrals. It provides a wide-ranging programme including: advice and support; training; signposting and referral to other specialist and mainstream service providers; interpreting and translation; , mentoring and befriending; support with re-establishing family contact; pro bono legal advice clinics; volunteer, mentor and peer mentor training; work experience for women Released on Temporary Licence (ROTL). Its Resource Centre offers a weekly programme of Drop-in advice and information sessions as well as short courses in Employability skills, IT, Literacy for clients (initially from the Roma community but now open to other women) and group work.

What can we learn from this best practice that is relevant or transferable to INTEGR8?

Many migrant women who are offenders, ex-offenders or at risk of offending face many barriers, including social and civic exclusion and discrimination. These can lead to isolation and impact on them accessing support and services. Language and cultural barriers, as well as lack of knowledge about UK systems and services, mean that some are not clear about their entitlements. Recommendations:

1. Integr8 training content to include:

- Awareness-raising content relating to the life experiences of migrant women which may have led to them being in the criminal justice system
- The needs and barriers facing third country national women offenders
- Information and suggestions regarding appropriate signposting and referral
- Engagement strategies specifically targeting ex-offenders and women at risk of offending (including women who may have been trafficked or coerced into crime).

2. Integr8 delivery partners to use resources that will allow the project to reach out and engage third country national ex-offenders and women at risk of offending.

3. The Integr8 training and project activities to provide opportunities and support to enable participants to build their self-esteem and confidence, to give them a voice and increase their access of services.

Resources/learning materials which could be used as part of the INTEGR8 Toolkit for Migrant Integration Experts? No resources as such but Hibiscus able to deliver awareness-raising training and workshops

Links/references to relevant websites/reports etc. *Please include relevant web links*

<http://hibiscusinitiatives.org.uk>

Community resettlement (2014) Full report:

http://hibiscusinitiatives.org.uk/wp-content/uploads/2016/06/community_resettlement2014.pdf

Section B: Findings from the Interviews with Migrant Women

A. BACKGROUND INFORMATION

Learning Unlimited undertook 1:1 interviews with 8 migrant women from Europe, Asia, South America and the Middle East plus one British-Bangladeshi woman who self-identified as being migrant. Their countries of origin were China (2), England, Malaysia, Poland, Romania, Turkey, Venezuela and Yemen and the languages spoken were Arabic, Bengali, Cantonese, English, Hakka, Italian, Malay, Mandarin, Polish, Romanian, Spanish and Turkish. A few of the women were beginner reader writers in either their mother tongue or English. The length of time in the UK ranged from 1.5 years (one of the Chinese respondents) to 39 years, plus the respondent who is second generation British-Bangladeshi and has lived in the UK all her life. Excluding this respondent, the average length of time in the UK was 12.77 years. The status of the women was as follows: British citizen (2); EU citizen (2); residence permit (4); sponsorship work visa (1).

In relation to previous education, training and qualifications, these included a master’s degree and doctorate in journalism (1) and degrees in education, teaching English and tourism (3). One respondent had dropped out of college and one who left school at 16 had then studied and gained a qualification in Home Economics as an adult. Three respondents reported having trained as volunteers. One volunteered in a primary school and another was a parent volunteer. One had trained to volunteer at a Children’s Centre but was unable to undertake any volunteering work as she needed a DBS (criminal record disclosure check) direct from her country of origin as she had not lived in the UK for 5 years. One had also undertaken First Aid training.

Regarding previous employment, a wide range of work was reported: work in security (1); teaching Mandarin to children at a local library (1); being a senior sales assistant (1); working as a receptionist in Turkey - but had never worked in the UK (1); work in a clothing factory (1); being a carer/au pair (1); being a cleaner (1). One respondent had never worked outside the home.

In relation to current education, training, employment or volunteering, 7 of the 9 respondents reported being full time mothers and/or caring for children. Of these, four are also undertaking one or more volunteering roles (at a King Fu school; as parent champion; in a nursery; as a Family Learning assistant), two are also studying (ESOL; Level 2 reading and writing and pre-GCSE maths) and one is doing part-time work for a money transfer company. Of the two other respondents, one volunteers at a Gateway club for people with learning disabilities and one is a cleaner.

The respondents reported a wide range of aspirations and plans in relation to the future. Some involved education and training such as more ESOL classes, training to become a doula (non-medical birth companion), and studying health and social care to become a carer for old people. Other examples included doing more volunteering or returning to volunteering or part-time work when young children are older, getting married, becoming a Mandarin teacher, becoming a primary school teacher, owning a bakery shop and getting a job *‘helping, doing something worthwhile, for other people’*.

B. INTEGRATION

B1. In relation to integration, five of the nine respondents originally had no idea what the word meant although one made an association with the word *‘immigration’* and with further prompting made associations with *‘working together’*, *‘being nice to each other’* (2), *‘getting a job, going to doctors, understanding culture’*. Four respondents were familiar with the word and had their own understanding of it:

- *‘Being together, many aspects: within community, school and work ... Working as a whole for one purpose, such as raising children to be good people with values, being peaceful’*
- *‘Get to know each other, socialise, cultural awareness’*
- *‘Coming together’*
- *‘Trying to be yourself in an environment, any situation, you find yourself’*

B2. Following clarification where needed, respondents provided a range of examples of feeling integrated and/or part of life in the UK, their area or community. Six of the nine respondents cited the importance of

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children’s centres in helping them to feel safe, welcomed and valued and in providing an important opportunity to get advice and information and to interact with other mums:

- *‘When I used to go to the children’s centre I felt integrated. All the mum’s different nationality treat very kind.’*
- *‘I feel safe in children’s centre.....If you have struggles in your life, they ask how they can help. They are kind and patient ... go jogging and go to Zumba with other mums.’*

One respondent described the value of the support she had received from her own community – although not her husband!

Other examples provided of when respondents felt integrated included being able to vote, participating in community events and having a say, being with friends, being asked for information by tourists and generally being noticed such as when *‘someone lets you go ahead of them in a queue for the bus.’* The importance of English in feeling integrated was mentioned by several respondents as well as participating on other courses such as Family Learning. One respondent reported being very lonely at home and two stressed the importance of socialising within their own communities (Chinese and Turkish). One respondent mentioned how useful the www.gov.uk website has been in helping her to find out about life in the UK.

B3. Respondents provided a range of examples of when they do not feel integrated in their everyday lives. Two referred to BREXIT, the tense environment this has created and the role of the media in making people worry about their rights, about their families coming to stay and about racism in general. One respondent said she had been in the UK for 11 years working and paying taxes and is now worried about losing her rights. Another reported her husband being involved in an incident on a bus when he was pushed and shouted at; *‘F*** Indians!’*. Two respondents mentioned language being a barrier to their own integration resulting in problems communicating in everyday life, such as at the doctor’s. Three respondents talked about social isolation, difficulty making friends, feeling excluded, missing their family, being isolated and *‘stuck in the house’*. Three respondents said they never feel this way and that they feel part of life in the country and community; *‘I feel safe’*.

B4. Language was identified by over half of the respondents as being a main barrier to integration for migrant women such as difficulty accessing ESOL classes, not attending classes, and communication issues relating to accents/dialects. Other issues, problems or barriers to integration included:

- **Work and/or volunteering:** Problems finding or getting work and/or volunteering for a range of reasons including status, length of time in country, education/qualifications not being recognised or accepted and difficulties getting references
- **Family:** Being away from and missing family
- **Religious and cultural differences:** General lack of cross-cultural awareness and/or cultural differences, e.g. not knowing how you greet someone
- **Social isolation:** Difficulty making friends *‘everyone so busy’*; people sticking with their home country communities at school, and/or not trying to make friends outside their circles of friends; difficulties trying to gain people’s trust
- **Accessing services:** Not knowing what services and support are available or how to access services that can help them and their children
- **Transport:** Not understanding how public transport works

B5. When asked what would help them personally to feel more integrated in the UK, examples provided included more opportunities to learn and practise English, making friends from outside their community/ language group, more support from husband, more acceptance of who people are from other people, personal support and encouragement, e.g. to sign up for a course. Four of the respondents reported feeling accepted, part of their local community and/or integrated.

B6. In relation to helping migrant women feel more integrated in the UK, over half the respondents gave suggestions relating to reducing social and cultural isolation and opportunities for women to interact with people from outside their cultural/language groups, such as open invitation coffee mornings. Respondents recognised that social events like these have the added benefits of supporting language skills, providing opportunities to make friends from outside one’s own community, making people feel welcome and building understanding and acceptance of other religions and cultures. Two respondents referred to the importance of providing more information to help women understand and access local services such as local guides to

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courses, children’s activities, parks and playgrounds. Again, learning English was identified as being essential as well as the importance of building confidence to practise language and attend courses, events etc.

C. NEEDS ANALYSIS

Ca. Respondents were reminded about the INTEGR8 project’s aim to develop a Migrant Integration Expert curriculum for migrant women and were then asked to identify their own training needs on a scale of 1 – 5, where 1 represents a low level of needs and 5 represents strong need for training. The training needs identified varied considerably, although skills around managing challenging people and resolving conflict scored most highly in terms of training need. Public-speaking in your native language, Communication Skills, Online Networking and Organisation Skills were skill areas where the least need was identified.

	1	2	3	4	5
I. Facilitation Skills	2	1	3		3
II. Personal effectiveness/ Self-confidence	1	1	3		2
III. Presentation Skills	2	1	4		2
IV. Public-speaking in your native language	5	1	1	1	
V. Public-speaking in your host country language	1	4	1		3
VI. Intercultural Awareness and Appreciation	1	2	5		2
VII. Working with people from different cultures	1	2	5	2	
VIII. Organisation Skills	4	3	2	1	
IX. Communication Skills	5	2	1	1	
X. IT Skills – Accessing Information Online	5		3		1
XI. E-learning – Learning through an online platform/video lectures	2		2		3
XII. Online Networking – online messaging, using Skype, etc.	5	1		1	2
XIII. Managing challenging People	1	3	1	3	1
XIV. Resolving conflict in a professional manner	1	2	1	1	4
XV. Resolving conflict with people from different cultures		2	1	2	4

Cb. In relation to languages, other than fluency in their mother tongues, respondents reported language skills ranging from A2 to C1.

Respondent	Language(s)	CEFR level	f	Arabic	C1
a	Spanish	C1		English	B2
	English	B2	g	Turkish	C1
b	Mandarin	C1		English	B1
	Cantonese	A2	h	Cantonese	C1
c	English	B1		Hakka	C1
	Polish	C1		Mandarin	C1
	English	C1		English	B2
d	Cantonese	C1	i	Romanian	C1
	Hakka	A1		English	C1
e	English	B1		Spanish	B2
	Bengali	C1		Italian	B2
	English	C1			

Cc. When asked if they had ever tried sharing skills, experiences and expertise with others, three gave examples within formal education settings: as a University lecturer in Venezuela; teaching Kung Fu to children at primary school; teaching Mandarin to primary school-aged children. Four provided a range of volunteering examples also within formal education settings, e.g. as a parent champion sharing knowledge of nursery care for children aged 2 offered at children’s centre; going into schools to encourage children to study science and use equipment such as saws and glue guns; assisting with Family learning courses and workshops; running conversation clubs and helping with integration-focused trips and events for migrant women. Other examples of skill-sharing included arts and crafts, reading and writing, dancing and Tai Chi.

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Cd-e. All the respondents reported that they would be confident to share their skills with other migrant women within their own communities. Six were very confident or fine and four reported they would be ‘quite’ confident. One said she would like to teach dance and another suggested basic English, Kung Fu and exercise. In relation to sharing skills with other migrant women from other migrant communities, nationalities or ethnicities, four reported they would be confident or fine, two said OK/quite confident, two said it would depend on the topic/content as language could be a barrier, and one reported that she would not be very confident and that language would definitely be a barrier.

Cf. There was lot of interest in the Integr8 project and in being involved. In order to take on the role as an advisor to other migrant women, respondents listed several key types of support they would need. Training was identified by 6 respondents and this included general training as well as training in areas which they had identified as not being strong in (see Needs analysis table, Ca), including ESOL/language. One also identified training in new information and requirements for volunteers such as safeguarding. Resources such as a budget for trips were support identified by two respondents and support with childcare/crèche is necessary for two respondents. One did not have any support needs and one would not be interested in participating.

Cg. In relation to the implementation of INTEGR8 project’s micro networks, respondents identified the following strengths/qualities/skills/expertise they felt they could share with other migrant women:

- **Shared experience:** having the shared personal experience, and challenges, of being new in the UK (x 7)
- **Languages:** being confident in English and knowing about ESOL courses (x 3); teaching Mandarin (x 1); speaks Turkish (x 1); being multilingual (x 1)
- **Social skills and empathy:** being friendly, supportive and positive and enjoying meeting new people, being able to encourage and build confidence in other people, and recognising possible sense of isolation (x 5)
- **Local knowledge:** knowing way round local area, knowledge of services/doctors, knowing way round London/public transport, knowledge of living here etc. (x 5)
- **Volunteering opportunities:** knowing about volunteering opportunities at school including being a governor at school in a very multi-cultural community (x 2)
- **Other:** being a Christian and attending church regularly (x 1); having craft skills (x 1); being a woman! (x 1).

D. INTEGR8

Da. In response to questions relating specifically to the Integr8 project, and what support the respondents thought that migrant women in their area/ community/ estate need, two thirds of respondents referred to language learning and practise; language (ESOL) classes (5), conversation clubs (1). Equally there were six suggestions relating to socialising, making friends, meeting people from different cultures and reducing isolation. Other suggestions included training such as starting a business, writing a CV and parenting. Finding out about support, getting support and accessing services was mentioned by three respondents. Other suggestions included raising children to be positive and contribute to society and encouraging migrant women to be more open.

Db. Regarding specific cultural practices within their own or the host country’s culture that are important for women and women’s participation, examples included: Christmas as a time for sharing; Eid/weddings; the benefits for the whole family in Chinese culture of grandparents look after children while parents work; only some Muslim women not wanting to interact with men such as male doctors and teachers - “overcoming stereotypes!”. Four respondents were not able to identify any examples.

Dc -d. Six of the respondents reported they would be happy to use their skills to support migrant women. Three reported childcare, being a single mum and work as reasons why not. Two reported that they would definitely be interested in doing some training to support migrant women, four said maybe and again three reported childcare and work commitments as reasons why not.

De. Suggestions for training content made by six of the nine respondents fell into three main categories:

- **Training specific to the target group** (5): Information on the migrant women who they will be training; The difficulties migrant women face; Reasons why migrant women are in the UK and why they left their home country; How to support migrant women.
- **General training:** This included intercultural training (2); IT skills (1); running a workshop (1); public speaking in English (1); training specific to the individual needs of the trainees in areas identified in tables

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above, e.g. language (1); safeguarding (1); managing challenging people (1); working with troubled women (1).

- **Local services and support:** Examples included opportunities and services available in their community that will help migrant women and any free classes.

Df. Post Integr8 training, six of the nine respondents expressed interest in offering support to migrant women in the following areas:

- Public services (3), e.g. how public services work and helping migrant women access services
- Getting to know the local area (4), e.g. trips around London, the local area and to museums
- Support for everyday life
- Language-related support (3), e.g. how to ask for medicines, support understanding what their child’s teacher is saying and conversation clubs
- Social support (3), e.g. making friends, opportunity to meet up once a month or so, email support
- Signposting (1), e.g. to events, classes and local services
- Confidence building (1), e.g. building confidence to attend language courses

Dg -i. In relation to training format, face-to-face was preferred by 4 respondents, one identified blended and one would only be able to do on line due to time pressures. Regarding additional training support, respondents reported as follows: Online platform with resources (6); Online forum for networking with peers (5); Videos (5); Podcasts (4); Case studies (4); Learner/Tutor Manual (4); Other: research (1). Two respondents would be able to attend 1 – 3 hours training weekly, and 2 could attend between 3 and 5 hours. Limiting factors which respondents have previously faced in education or training, time, cost and childcare were each identified 4 times. The academic level of the course and language skills for completing a course in host nation’s language were both identified by 3 respondents, and 2 reported location as a limiting factor.

Dk. Availability varied hugely and depends when the training would be running. Two respondents at least need childcare. Two respondents would only be able to participate in on line training due to lack of time/other commitments. Of the five respondents who were able to identify specific times and days, there was not one commonly available slot, although Wednesday mornings would be possible for four respondents: One could do weekends only and one could do Thursdays, Fridays, Saturdays and Sundays; One could do any morning Monday to Friday and one could do any weekday morning except Tuesday; One could do Tuesdays and Wednesdays all day.

DI. In order to attend Integr8 training, two respondents would need childcare support, one would need literacy support, and two would not need any support.

Dm. Regarding any specific cultural or traditional practices that support women coming together, supporting each other, opportunities identified by four respondents were Chinese New Year and Mid-autumn day, New year and wedding celebrations.

Section C: Findings from the Interviews with Migrant Agencies and Educators LU undertook interviews with 8 organisations which engage with, train or support migrants in some way. Seven have been used to inform Section C and four are reported in Sections A or D. LU’s own responses have also been added to C and D.

1a. The amount of work specifically targeted at supporting migrants and migrant women in particular varies according to the mission and remit of each organisation. The **Wonder Foundation (WF)**, **English for Action (Efa)** (see Section D), **The Islington Centre for Refugees and Migrants (ICRM)** and **KMEWO** (see Section A), are all charities which specifically work with refugees and migrants. **Efa** and **Learning Unlimited (LU)** (see Section D), are both organisations which engage migrants through education programmes and offer training and professional development to agencies which engage with and/or support migrants. **Welbourne Children’s Centre (WCC)** has a responsibility to all families with pre-school children in its locality in the London borough of Haringey, and it is based in an area where 75% of families are migrants/speakers of other languages. The majority of its adult users are women. **Reprezent** is a not-for-profit social enterprise which provides community-based ESOL classes for migrants in children’s centres and primary schools in Southwark. Although Reprezent’s main activity, media and radio training, does not specifically target migrants, it recruits from areas with traditionally high levels of immigration and engages people from many different cultural backgrounds (approximately 65% migrants and, of these, 60% are migrant women). **WF** and **Micro Rainbow International (MRI)** are both part of international organisations with offices and activity in the UK. **WF** works

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to empower vulnerable communities through education worldwide. In the UK it supports local partners working with migrant women, particularly The Baytree Centre, which works with migrant women and has an interschool stream with 14-18 year old girls. It also works with other organisations which support migrant women and campaign against FGM. It’s recent Erasmus+ project, ‘*A refugee like me*’, focused on young refugees and recently arrived migrants. It also undertook research specifically addressing how English can be a barrier for migrant women; *Empowerment through Education: Women breaking the English barrier* (2016).

As detailed in Section A, 1b, **KMEWO** supports migrant women who are victims of domestic violence, who are exposed to the threat of honour killing in their countries and/or who need advice, support and information living in the UK. All of **ICRM**’s work is targeted at refugees and asylum seekers from Islington and nearby London boroughs. ICRM offers its users access to the support and services they need for life in the UK, as well as ESOL classes, sewing, knitting, book group, opportunities to volunteer at the centre and lead in a class. All classes support integration through facilitating contact with host community and other women from different cultures. All of **EfA**’s work is also targeted at migrants as all participants are ESOL learners. Their ESOL courses are delivered at approximately 20 sites across central London. Participants represent a range of migrants including EU nationals, refugees, irregular migrants and migrants who now have British Citizenship. Approximately 90% of participants are women.

1b. In relation to aspects of work specifically targeted at supporting integration and/or facilitating contact between migrant women and host communities, respondents reported a range of approaches. All the classes offered by **IRCM** support integration through facilitating contact with host community and other women from different cultures. **LU** has used its EIF funded projects to facilitate a dynamic two-way approach to integration and has pro-actively supported migrant women to, for example, undertake community-based volunteering, organise and run fund-raising stalls and events, organise and run thematic events on broad integration themes involving service providers and other centre users, make awareness-raising videos, lobby councilors and run public events, e.g. on proposed closure of a children’s centre. **Reprezent**’s radio station has been used as a “mouthpiece of minorities” and through the training and radio presenting, participants build relationships and inter-cultural understanding. Its community-based ESOL classes focus on supporting migrant parents (mainly women) to support their children in school, access services and build confidence to progress to work and/or other classes. **WCC** signposts to Haringey Migrant Advice, as required. Its universal services such as Stay and Play, 2 year olds nursery, baby group, young carers group, baby yoga and massage support all users and are identified as providing ‘*an incredible tool*’ for social cohesion.

1c. Many issues and barriers to integration were identified which specifically affect migrant women :

- Increases in overt racism, racist and xenophobic hate crime affect feelings of safety and inclusion.
- Lack of strategic planning and funding cuts to language (ESOL) classes mean there are fewer opportunities and options, and classes are less accessible and/or affordable.
- Lack of knowledge and understanding of services and support affects social and civil integration.
- Mainstream services and support need to be more accessible and open and provided in a way that makes users feel welcome, received and understood.
- Status in the UK can significantly limit eligibility to learning, integration and social/civic participation, e.g. undocumented migrants may not access essential services such as primary health care.
- Children and other caring responsibilities impact on being able to attend classes and get involved, and this is a particular challenge for migrant women.
- Outreach and progression support is very important in enabling migrant women to take the first step into learning, such as through attending a community-based programme at a children’s centre or primary school. Next step progression can also present a very big challenge and, due to cuts, there often is not the advice/support available for outreach, signposting and support for progression.
- Family, community, religious or culturally-based pressures or stigma can make migrant women feel they do not have the freedom to do what they want, access services and/or fear of “*being labelled westernised or not faithful to their community*”. Strong communities of one culture and/or language can share and foster misconceptions of other cultures.
- Mental health issues can significantly affect migrant women. Lack of knowledge about support services or confidence to access them, as well as cultural and language barriers, result in many becoming more withdrawn and isolated and their mental health problems are exacerbated. More signposting and support with patient, sympathetic and language aware service providers are needed.

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- Poverty and/or low pay: Poverty affects many migrant women and can stop them being able to actively participate in social and civic life due to the direct or indirect costs involved. Some undertake very low paid shift work, e.g. working 3 short split shifts a day between 5.00 am to 6.00 p.m. and have to juggle this with caring responsibilities. Also, due to funding cuts, many language and/or pre-vocational or vocational courses/ training are now unaffordable for migrant women with low or no income, particularly when combined with possible associated travel and/or childcare costs.
- Gender/sexuality: In addition to pressures based on ethnicity, migrant status, culture and gender, LGBTI migrant women can face additional prejudice, discrimination and ostracisation from their own communities based on personal, social, religious, and cultural attitudes towards LGBTI.
- Domestic violence: A lot of women do not report domestic violence. If women are using local services, such as children’s centres, there is increased likelihood of support needs being identified and appropriate reporting and referrals taking place.
- Insecure or inadequate housing and homelessness are faced by many migrant women.

1d. In relation to what could help to bring migrant and host communities together, respondents identified:

- Local community events provide important opportunities for migrants, neighbours/local community to come together and to recognise what they have in common, e.g. language, race, experiences of racism, gender etc. They can also help to debunk common myths such as in relation to housing *‘migrants stealing our housing’* etc. Events need to be based on a clear understanding of what local issues are, with free refreshments and childcare if needed, run at a suitable time. They can be facilitated through shared participation in organisations and groups such as churches, mosques, children’s centres, ESOL classes etc.
- Bespoke needs-led programming supported by careful marketing, publicity and outreach using a range of strategies to try and bring in/support those that are most troubled, isolated and hard to reach.
- Better links with schools
- Equal access to services and opportunities and provision of ‘go to’ support services with patient and sympathetic staff
- Conversation clubs linked to ESOL classes
- Mentoring programmes around – host communities/those who have had better opportunities mentoring migrant women
- Mainstream organisations, including refugee organisations, being able to understand issues and provide a space for LGBTI migrant women to speak about their needs and listen to what they want.

1e. Specific support for migrant women identified included:

- More opportunities to access free language (ESOL), literacy and IT classes and to practise these skills
- More opportunities to meet others, build relationships, interact with members of local communities (isolation is a key issue) and feel part of the community
- Help with travel expenses and childcare (some organisations build crèche costs into funding bids, others work in partnership with local stakeholders such as children’s centres or community organisations which can provide support).
- Opportunities for work experience/volunteering
- Input and support on personal development, confidence building and progression
- 1:1 support with personal issues and challenges such as domestic violence, emotional breakdown, homelessness and insecure or unsafe accommodation
- Support that is flexible, person-centred and holistic, i.e. migrant women’s support needs can depend very much on the support and networks they are plugged in to, whether they have a spouse and/or family, whether they are dependent on someone, whether they need childcare support to access language classes or work etc.
- Awareness-raising with service providers, including refugee organisations, to develop understanding of issues LGBTI migrant women face and provide opportunities for LGBTI migrant women to speak about their needs and listen to what they want.

1f. Other than Welbourne Children’s Centre, none of the organisations has their own on site crèche. Funding would be required to cover staff and other costs such as refreshments at these sites.

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2. Training Needs Analysis

2a – d. As detailed in the table below, communication, IT, presentation skills, intercultural awareness, negotiation, facilitation were all identified as being very important as well as the ability to reflect on the effectiveness of your services and act upon findings. The programmes offered by organisations included language classes (ESOL); literacy; Family Learning; volunteer and befriender training; IT/ICT; other pre-vocational training such as peer mentoring, teaching assistant training, media/radio training; personal development/ confidence building; accident prevention in the home; e-safety; road safety. All organisations reported that teachers/trainers/facilitators are fully qualified for the work they are undertaking.

2e. Levels of competence of employees in organisations <i>(1 = low and 5 = high competence).</i>	1	2	2.5	3	3.5	4	4.5	5
i. Communication Skills						2		6
ii. Facilitation Skills – managing group dynamics				1		3	1	3
iii. Presentation Skills and Public Speaking				1		5	1	1
iv. Intercultural Competence (Awareness + Appreciation)				1		2	1	4
v. Conflict Resolution		1	1	2		3		1
vi. IT Skills				4		1		
vii. E-tutoring/blended learning		4		2		1		
viii. Organisation Skills						6		1
ix. Managing Challenging People		1		2		3		1
x. Assertiveness				3	1	4		

As reflected in table above (2.e), organisations assessed themselves and their teams as having high levels of competence (4+) in communication (100%), facilitation (87.5%), presentation and public speaking (87.5%), intercultural competence (87.5%), and organisation (100%). IT competence was mostly reported as 3/5. A wider range of levels of competence were reported for conflict resolution, managing challenging people and assertiveness and the clearest identified competence for improvement was E-tutoring/blended learning.

1f. Re. INTEGR8’s Train the Trainer programme content and topics, the following were suggested: e-learning and blended learning; identifying key local stakeholders and relationship building; effective use of social media; how to register for and access local services e.g. dentist, speech/language support for children etc.; awareness-raising regarding the wide range of skills, experience and issues which need to be considered in relation to migrant women, e.g. substance abuse, no/low levels or formal education up to masters degrees/PhDs; the breadth and influence of their communities.

1g. In relation to training, the value of physical meetings and interaction with other practitioners was generally cited and face-to-face workshops were preferred with the possible option of some blended learning. All of the additional training support options being selected by one or more respondents. Several organisations also suggested 1:1 mentor/tutorial support is provided. In relation to training delivery, half or whole day input was preferred. Some providers would consider a weekend day but this would all very much depend on the dates and times identified.

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Section D: Innovative Social and Civic Inclusion Methodologies

<p>1. Social and civic inclusion methods (outputs) Using the participatory approach in training <i>Community organisation, participation and action</i></p>
<p>2. Name and contact details of lead organisation: English for Action (Efa) www.efalondon.org Dermot Bryers CEO dermot@efalondon.org</p>
<p>3.Purpose/Aim of the methodology Efa approaches ESOL teaching as a valuable social opportunity ‘<i>not just learning English</i>’. Efa believes that language classes, with the correct focus, can enable migrants to access the social, economic and political benefits that would be out of reach without language training and support. They believe that using the participatory approach in teaching creates a unique space for building community and democratic participation. Their work is inspired by radical educator Paulo Freire and by ActionAid’s Reflect ESOL project. Language learning takes place within the context of a community organisation and taking action, i.e. participants are supported to identify issues such housing, children’s education, migrants’ rights etc. and then develop the language, skills and confidence which promote civic participation, social interaction with other migrant and non-migrant community members, and effect change. Efa provides teacher training on their approaches to participatory language learning, undertakes research and shares good practice through its annual conference.</p>
<p>3.Short description of the methods/output and how implemented The participatory approach is learner-centred and aims to address the power relationship between teacher and participants. It does this by providing a structure which lets the teacher step back and listen and for participants to be more open and have more say; the teacher facilitates rather than teaches. It focuses on the language, ideas and concerns expressed by the class community rather than a heavily planned pre-determined curriculum. Everyone in the group participates in decision-making, including decisions related to teaching and learning. In an ESOL classroom, the participants are encouraged to communicate meaningfully and share their opinions before focusing on accuracy and building new language. Participants are encouraged to engage with issues in a critical way, asking questions and examining causes and consequences. They are then supported to plan, take, and evaluate action to change their lives and communities for the better.</p>
<p>3. Best practice identified and key lessons learned which are relevant or transferable to Integr8:</p> <p>a. Learning requirements: There are no specific requirements to facilitate this approach – just confidence by the teacher to step back and recognise when, where and how to intervene, encourage and lead a discussion to its most effectual conclusion. Participants are at the centre of their learning and everyone’s views and experiences are valued. Participatory tools are extremely versatile and can be used in any learning context. This method is ideal for Integr8, working with adults, different language skills and backgrounds and those who may feel isolated and have nowhere, or not know how, to express themselves.</p> <p>b. Course content: Likewise for the Integr8 curricula, creating space for course content to be determined by the participants and draw on participants’ existing knowledge will be important starting points. Techniques to consider using: Problem posing – <i>defining, personalising, discussing causes and consequences and imagining an alternative</i> Drama – <i>dramatise problems and collectively work out solutions</i> Visual tools – <i>e.g. river, tree, iceberg – graphic tools provoke discussion, help to unlock meaning and identify priorities.</i> The graphics can then scaffold further work and also are ‘living texts’ that can be returned to later to make changes and additions to. Very little is needed in the way of resources – often just paper and pens.</p> <p>c. Learning outcomes Participatory methodologies, strategies and tools enable participants to: feel empowered; share knowledge, experience, skills and concerns; raise awareness of community and national issues relevant to their lives; realise their potential; develop strategies to take action to integrate, access services, build communities and eliminate problems; develop a respect and understanding for those with different backgrounds and to make new friends.</p>
<p>Links/references to relevant websites/reports etc www.efalondon.org http://www.reflect-action.org/reflectesol http://www.teachingenglish.org.uk/sites/teacheng/files/BC_NEXUS_booklet_web.pdf</p>

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<p>1. Social and civic inclusion methods: Parents’ Integration through Partnership (PIP) Project <i>Social inclusion</i></p>	-
<p>2. Name and contact details of lead organisation Learning Unlimited www.learningunlimited.co</p>	
<p>3. Purpose/Aim of the methodology – Learning Unlimited is a not-for-profit social enterprise, providing wide-ranging family learning programme that target people experiencing exclusion, and the majority of these have migrant backgrounds. The Parents’ Integration through Partnership (PIP) was a 16 month project, led by Learning Unlimited, and funded through the GLA (Greater London Authority) using EIF (European Integration Fund) funding. It was delivered in partnership with 3 primary schools in Lambeth and 3 children’s centres in Haringey. The aim of the PIP project was to support the integration and language learning of non-EU women who were parents/carers of primary school children. In particular to: develop skills in English; participate more at their children’s schools; increase skills, confidence and understanding in supporting children’s learning; help forge meaningful and sustainable links throughout the school community, between schools and with local stakeholders.</p>	
<p>4.Short description of the methods/output and how implemented: The PIP project had a holistic approach to achieving its aims. It had 6 main strands:</p> <ul style="list-style-type: none"> a. ESOL short topic-led contextualised courses – held at schools and children’s centres within school hours and with a crèche. Examples of topics: <i>“Helping children with their homework” “Education in the UK” “Talking to teachers”</i> b. Family Activity programme – included workshops and trips held at weekends and in school holidays to include all family members c. ‘Parents supporting parents’ volunteer programme - Volunteers were recruited –from the higher level English classes and wider in the school community and trained on how to support other parents. A crèche was provided d. CPD workshop programme for staff and volunteers at primary school and children’s centre e. Good practice toolkit – this was developed at the end of the project to share what was learnt and useful resources and activities f. Project impact assessment 	
<p>5.Best practice identified and key lessons learned which are relevant or transferable to Integr8 :</p> <p>a.Learning requirements : Language learning was delivered within the context of topics and themes which were of immediate relevance and importance to the participants, i.e. their children’s learning. Sometimes women will not prioritise their own needs but will undertake programmes to support their children/family. This can then become the catalyst for them to build confidence, raise awareness of own skills and experience that can support one’s own and the family’s education, wellbeing and social and civic integration. No previous education, training or English was necessary to attend and participants were placed according to different literacy and language levels. Crèche was vital for some participants to attend.</p> <p>b.Course content – The course content was holistic, relevant, accessible and friendly – just as the Integr8 curriculum needs to be. All courses included visits and visitors – ‘Bringing the outside in’. Trips were invaluable to support the course objectives, reducing isolation and building confidence in accessing services, feeling part of the community. Trips varied, e.g. a walk around the school, the local playground, library and college. Volunteer training enabled women to develop skills, knowledge and confidence to support others. They felt a sense of purpose and it was a stepping stone to further training and/or participation within the school community and in community events. Project sustainability was achieved by through volunteers, conversation clubs, events, get-togethers and friendships that continue to this day.</p> <p>c.Learning outcomes: The impact for the project’s 193 participants was significant: improved language skills (99% passing accredited English language exams); awareness of the importance and advantages of bilingualism; new strategies to support children’s education; increased confidence in actively participating within the school community; a fuller understanding of the education system and accessing local services.</p>	

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The **input of volunteers** was instrumental in achieving outcomes. Relevant and transferable best practice: making the curriculum holistic, learner-led, relevant, achievable, friendly and supportive (including crèche).

a. Links/references to relevant websites/reports etc.

<http://www.learningunlimited.co/projects/parents-integration-through-partnership>

1.Social and civic inclusion methods (outputs) Social inclusion

2.Name and contact details of lead organisation The Bike project <http://thebikeproject.co.uk>

3.Purpose/Aim of the methodology 13,500 refugees/asylum seekers come to London every year and 27,500 bikes are abandoned over the same period. The Bike project restores bikes and gives them to refugees and asylum seekers enabling them to access shelter, education, healthcare, psychological support etc. without inhibitive travel costs. Cycling keeps people fit, is “affordable medicine” and owning a bike gives refugees/asylum seekers a sense of ownership. The hubs, where the bikes are refurbished, also act as centres to socialise, support others (full circle) and train in bike refurbishment.

4.Short description of the methods/output and how implemented

Most of the bikes come from councils, the police and property companies, and individuals contribute too. The Bike Project, refurbish, what some would think of as junk into tools for travel, good health and a personal belonging – ownership. The ‘hubs’ act as a place to learn, socialise and share skills and knowledge. Refugees/asylum seekers are given training, support and a safe, warm place to access a hot drink and a friendly face. This is an important first step for many who have nothing and no access to services, may be suffering depression and feel isolated and hopeless. It is a fantastic, simple model that works and is being expanded across London, and further afield.

5.Best practice identified and key lessons learned which are relevant or transferable to Integr8:

a.Learning requirements: The Bike Project is different to the other work mentioned in this section. It is not a training specialist but a charity that supports migrants who are isolated and cannot access services, education and employment. The Bike project is accessible to all refugees/asylum seekers who are physically able. It develops a real sense of comradeship, sharing of skills, knowledge and friendship.

b.Course content: The Bike Project offers training on refurbishing bikes, but that is not the focus with regard to what we can learn from its success. It takes an old bike and turns it into an incredible empowering tool to escape isolation, access services, support, education and work and to make friends. The content is: an old bike: a tool to access support, services, education and support, a hub – a place to train and get training, get and give support to others, to make friends. What we can learn from this is that with the right model and curriculum (being our ‘bike’ – our tool) and the space (our ‘hub’) we can make a big difference to those women most isolated and in need and to their social and civic integration.

c.Learning outcomes– no longer feeling isolated, accessing services, education, support and work, being fit and offering support, training. It is a first step to many of those most vulnerable. It is a full circle – with those who have had support from The Bike Project continuing to visit and support others at the hubs. 90% of the volunteers who help at the hubs are refugees/asylum seekers. This is how the Integr8 project can and should work too with the MIE curriculum – enabling and empowering migrant women to be supported but also to support others themselves.

6.Links/references to relevant websites/reports etc.

<http://thebikeproject.co.uk>

<http://www.bikeradar.com/commuting/gear/article/the-bike-project-london-49069/>

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Section E. Conclusions and Recommendations

Activities undertaken to support Integr8’s Research & Needs Analysis Framework included desk research, interviews with 8 migrant women, interviews with 8 representatives from 8 organisations which engage and support migrant women, plus a supplementary interview to inform a case study in 1b.

Main findings: It is clear from the projects and actions which successfully engage and support migrant women that interventions are most effective where:

- supporting integration is a dynamic, two-way process with frequent opportunities for interaction between migrant women and local community members and service providers;
- access to education and training (including ESOL) is carefully planned and timetabled to minimise impact of barriers such as childcare, shift work, cost of travel;
- approaches to integration are mainstreamed across all levels of local government, e.g. Local Authorities and local public services policies and providers
- there are clearly identified goals, indicators and mechanisms to actively involve migrants and other key stakeholders in shaping and informing projects and actions, playing an active part in on-going monitoring and evaluation (e.g. through being part of advisory groups), providing feedback and evaluation and contributing to recommendations for sustainability, up-scaling and new initiatives.

Some of the key findings for Integr8 based on the interviews with migrant women are as follows:

1. Migrant women’s different religions, beliefs, cultures, opinions, life experiences, education, skills, family, sexuality and aspirations all impact significantly on their confidence in relation to social and civic participation.
2. Speaking and understanding the host country’s language is fundamental for integration.
3. Friendship, a sense of belonging, having friends, feeling safe and getting support all have a significant impact on reducing isolation, fear and managing depression. Friends and neighbours play a key role in identifying and reaching out to migrant women who are the most isolated and most in need of support.
4. Very simple things make all the difference in helping migrant women to feel a sense of belonging, such as being asked a question by a stranger or tourist, or being invited to go ahead of someone in the queue.
5. Children’s centres play a key role in reducing isolation and supporting integration.
6. IT skills are becoming an essential life skill as the internet provides the opportunity for communication with friends and family as well as providing information about life in the UK such www.gov.uk website.
7. Trips and visits can make a big difference in building a sense of confidence, belonging and understanding for migrant women new to a host country.
8. Migrant women have a huge range of skills and experience which they are ready and willing to share.

Recommendations which will help to guide the future development work of the project:

1. Opportunities to for migrant women to develop their language skills and confidence are very important.
2. In relation to skills that migrant women and organisations rated as being low level, the examples around managing challenging people and resolving conflict were an area where generally respondents felt less skilled. However, it is important that if these are built into the Integr8 Train the trainer or Migrant expert curricula that these are adapted to the most likely and relevant settings and contexts. For example, topics such as active listening, and helping people to feel that their concerns are being heard and considered could be useful. Likewise, strategies for staying safe and keeping calm in the face of aggression or racist abuse may be useful as well as identifying when an incident needs to reported or emergency services should be involved. On a community-based level and in relation to facilitating social and civic participation and building confidence to get involved, it may be useful to include content which helps participants to recognise how the people’s attitudes and perspectives can be influenced by the media, how these can then fuel potential conflict and how communities can work together to challenge negative stereotypes and behaviours and build at work and their contribution to problematic scenarios.
3. As with the nature of all participatory projects, it will be important to build in sufficient flexibility in curricula for locally identified priorities and content to be incorporated as well as shared. It may well be that a good idea from one country could well be of interest to participants in other partner countries.

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Annex 3b: Log for Recording Interviews with Migrant Support Agencies/ Educators

	Organisation Interviewed	Name of Interviewee (s)	Job Title of Interviewee (s)	Website of Organisation	Date & Location of Interview
1.	Learning Unlimited (LU)	Karen Dudley	Director/ Project Manager	www.learningunlimited.co	27/01/17 LU, 9-11 Endsleigh Gdns, London WC1H 0AL
2.	Islington Centre for Refugees and Migrants (ICRM)	Andy Ruiz Palma	Director	http://www.islingtoncentre.co.uk	31/01/17 Telephone
3.	Welbourne Children’s Centre (WCC)	Dara O’Reilly	Children’s Centre Manager	http://welbourne.haringey.sch.uk/children-centre/	01/02/17 Stainby Rd, London N15 4EA
4.	Reprezent (Rep)	Shane Carey Ailbhe Waterhouse	Director Training Coordinator	http://www.reprezent.org.uk/	02/02/17 Bussey Building, Studio C3, 133 Copeland Rd, London SE15 3SN
5.	Wonder Foundation (WF)	Olivia Darby	Director – Policy and Campaigns	www.wonderfoundation.org.uk	08/02/17 10 Wellesley Terrace, London N1 7NA
6.	English for Action (EFA)	Dermot Briars	CEO	http://www.efalondon.org/	08/02/17 Keetons & Collet, Keeton’s Rd, London SE16 4DB
7.	KMEWO	Gona Saed	Project Manager	http://kmewo.org/	10/02/17 129 St. John’s Way, London N19 3RQ
8.	Micro Rainbow International (MRI)	Moud Goba	Project Manager	http://www.micro-rainbow.org/	16/02/17 Telephone
9.	Hibiscus Initiatives	Vanna	Community Resettlement Programme Manager	www.hibiscusinitiatives.org.uk	04/03/17 and 05/03/17 Telephone (Data used for Section B only)

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